

**THE EFFECT OF COLLABORATIVE STRATEGIC
READING TOWARD STUDENTS' ENGLISH
READING COMPREHENSION AT THE
SECOND YEAR OF SMPN 1
SINGINGI HILIR**



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PEKANBARU
1432 H/2011 M**

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Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education
(S.Pd.)



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The thesis entitled “*The Effect of Collaborative Strategic Reading to Improve Student’s English Reading Comprehension at the Second Year of SMPN 1 Singingi Hilir*”, is written by Athia Rizka, NIM. 10514000265. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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The writer

ATHIA RIZKA

ABSTRACT

Athia Rizka (2011): The Effect of Collaborative Strategic Reading Toward Student's English Reading Comprehension at the Second Year of SMPN 1 Singingi Hilir.

Based on the temporary observation, the writer found that the students' reading comprehension at SMPN 1 Singingi Hilir were low because the teacher still used conventional method in teaching reading. So, in this research the writer wants to introduce one of techniques in teaching reading in improving the students' reading comprehension. The technique is Collaborative Strategic Reading (CSR). This technique combines reading comprehension strategy instruction with cooperative learning.

This research is experimental research. It is investigated to find out the effect of Collaborative Strategic Reading toward second year students' reading comprehension at SMPN 1 Singingi Hilir. The subject of this research was the second year students of SMPN 1 Singingi Hilir. The second year students consisted of three classes (93 students). The researcher took two classes (63 students) as the sample of this research. In addition, the students are divided into two groups; experiment group consisted of 32 students and control group consists of 31 students. This research consisted of two variables, variable x and variable y. Variable x was teaching treatment of CSR, and variable y was students' reading comprehension of the second year students of SMPN1 Singingi Hilir. The instrument of this research was test.

The researcher use "t-test-statistic" by using the formula as follows:

$$t_o = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Finally, based on the researcher findings, the result of $t_{calculated}$ is higher than $t_{distribution}$ in alpha decision level (α) 0.05, and with the degree freedom (df 61) ($4.1 > 1.67$). Based on the result, H_a is accepted and H_o is rejected. It means that there is any significant effect of CSR toward students' English reading comprehension at the second year of SMPN 1 Singingi Hilir. The result is also show that there is significant difference on reading comprehension between students who are taught by using CSR and students who are taught by using conventional method at the second year of SMPN 1 Singingi Hilir. The students who are taught by using CSR have good result in improving English reading comprehension than who are taught by using conventional method.

ABSTRAK

Athia Rizka (2011): Pengaruh Kolaborasi Strategis Membaca (CSR) terhadap Pemahaman Membaca Bahasa Inggris Siswa di Kelas II SMPN 1 Singingi Hilir.

Berdasarkan pengamatan, penulis menemukan bahwa hasil belajar reading siswa masih rendah, karena guru masih menggunakan metode konvensional dalam mengajar reading. Jadi dalam penelitian ini, penulis ingin memperkenalkan salah satu teknik dalam mengajar reading untuk meningkatkan hasil belajar siswa. Teknik tersebut adalah kolaborasi strategis membaca (CSR). Teknik ini menggabungkan instruksi strategi pemahaman dalam membaca dengan pembelajaran kerjasama.

Penelitian ini adalah penelitian eksperimen. Subjek penelitian ini adalah para siswa kelas dua SMPN 1 Singingi Hilir. Siswa kelas dua terdiri dari tiga kelas (93 siswa). Peneliti mengambil dua kelas (63 siswa) sebagai sampel penelitian ini. Sebagai tambahan, para siswa dibagi menjadi dua kelompok; kelompok percobaan terdiri dari 32 siswa dan kelompok kontrol terdiri dari 31 siswa. Penelitian ini terdiri dari dua variabel. Variabel x dan Variabel y. variabel x merupakan pengajaran kolaborasi strategis membaca, dan variabel y merupakan pemahaman membaca siswa kelas II SMPN 1 Singingi Hilir. Instrumen penelitian ini adalah tes.

Peneliti menggunakan "statistik t-test" dengan rumus sebagai berikut:

$$t_{\text{hitung}} = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Akhirnya, berdasarkan penemuan peneliti, hasil t-hitung lebih tinggi dibandingkan t-distribusi pada alfa 0.05 dan dengan derajat tingkat kebebasan 61 (df 61) ($4.1 > 1.67$). Berdasarkan hasil tersebut, H_a diterima dan H_o ditolak. Hal ini berarti bahwa adanya pengaruh yang signifikan dari penggunaan CSR melalui pemahaman membaca bahasa Inggris pada kelas dua SMPN 1 Singingi Hilir. Hasil ini juga menunjukkan adanya perbedaan yang signifikan pemahaman membaca bahasa Inggris antara siswa yang diajar dengan menggunakan CSR dan siswa yang diajar dengan menggunakan metode konvensional pada siswa kelas dua SMPN 1 Singingi Hilir. Para siswa yang diajar dengan menggunakan CSR mempunyai hasil lebih baik dalam pemahaman membaca bahasa Inggris dibandingkan dengan siswa yang diajar menggunakan cara konvensional.

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CHAPTER I

INTRODUCTION

A. Background of choosing the research

English is the largest language used by people to communicate globally in the world. By using English, people exchange information either in spoken or in written form to other countries. Hence, English proficiency especially reading proficiency is extremely needed since most of content books and references are written in English.

In Indonesia, English is an important foreign language which is taught from elementary school level up to university. Its position in elementary until senior high school. Curriculum is one of the compulsory subjects. In these schools, the purpose of teaching English is to facilitate students on the four language skills, namely, reading, listening, speaking, and writing.

In order to be successful, reading should be taught in effective and in efficient way. Techniques used by a teacher should be appropriate to the students' level. Moreover, the students need strategies to comprehend English passages well.

Brown (1982:18) explained that the aim of teaching reading is to enable the students comprehend and react to what is written. It means that the students should actively respond to what they read. In comprehension process, students must not only see and identify the writing symbols in front of them, but also they must be able to give meaning to what they read.

Generally, reading activity in English subject consists of reading text, finding out the meaning of the difficult words, and answering to questions based on the text.

In fact, those activities above not yet help much in improving students' reading comprehension. As stated by Choi (in Rahma, 2003:9) that traditional reading classroom which always asking students to read the material, find out the meaning of the difficult words, and answer the questions based on the text could not produce a positive outcomes on their reading comprehension. So, reading technique in teaching reading should be developed in the classroom.

SMPN 1 Singingi Hilir is one of the Junior High Schools located in Singingi Hilir, Kuantan Singingi. The Students of SMPN 1 Singingi Hilir learn English as a cure subject. English is taught twice a week. Second year students consist of three classes, they are II a, II b, and II c. All are taught by one English teacher. The aim of reading here is to enable the students to understand and comprehend the text well.

The English teacher at SMPN 1 Singingi Hilir teaches the students by using conventional method in teaching English including in reading. The results, the teacher faces that the students are still not interested in learning it. It can be seen in their activity in the classroom, when the teacher tries to attract students' attention to the topic given, the students are not active in responding teacher's questions either in English or in Indonesia. As the result, their English scores are low; it is because their understanding about English is still far from the

instructional objectives. The students have difficulties and do not understand about the reading text correctly.

The writer found some difficulties in English class when conducting preliminary observation at SMP Negeri 1 Singingi Hilir. The phenomena are as follows:

1. Many of the students are difficult to comprehend the reading texts.
2. Many of the students are not motivated to read.
3. The current reading technique being used can not accommodate students to read text well.
4. Many of the students have limited vocabulary.
5. Many of the students are bored in reading text.

Realizing the facts above, appropriate reading strategy in learning reading should be taught. In this occasion, the writer wants to apply Collaborative Strategic Reading (CSR) to help students improve their reading comprehension.

Collins and Smith (1980:2) explained that teaching strategies in use in our classroom tend to be product oriented rather than process oriented. Such an approach 'does not teach students what do when they have difficulty comprehending parts of the texts; nor does it teaches them how to construct and revise hypothesizes about what is likely to occur in the text based on what they have already read.

Collaborative Strategic Reading (CSR) is a teaching technique designed to improve the students' reading comprehension, increase their vocabularies, and enhance cooperative skills. This technique combines two instructional approaches

that teacher may implement, they are reading comprehension strategy instruction and cooperative learning. Jack C. Richards (2001:192) explained that Cooperative Learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

Klingner & Vaughn, et al, (2001) explained that CSR was designed to facilitate reading comprehension for students with reading, learning, and behavior problems included in general education classrooms. Besides, Palincsar and Brown (1984) built on the foundation of Reciprocal Teaching (RT) and many of features previously identified as associated with effective instructions (e.g. collaborative group work, interactive dialogue and procedural strategies).

The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. It enhances reading comprehension skills for students with learning disabilities and students at risk for reading difficulties. CSR has also yielded positive outcomes for average and high average achieving students (Klingner & Vaughn, 1996).

In CSR, students of mixed reading and achievement levels work in small and cooperative group to assist one another in applying four reading strategies to facilitate their comprehension of the text. Through the process of previewing the text, clicking and clunking, getting the gist, and wrapping – up, students can improve their reading comprehension.

Based on the facts and phenomena above, the writer is interested in carrying out a research entitled: **“The Effect of Collaborative Strategic Reading Toward Student’s English Reading Comprehension at the Second Year of SMPN 1 Singingi Hilir”**.

B. Problem of the Study

1. Identification of the Problem

The problems are identified as follows:

- a. Are the students difficult to comprehend the text?
- b. What makes the students become lazy to read reading text?
- c. Can we use of CSR technique in teaching reading?
- d. Why do the students have limited vocabulary?
- e. Are the students not interested in reading?

2. Limitation of the Problem

All of the problems above will not be searched due to the limited time and ability of the writer. Because of that, the writer limits the problems to be discussed in this study. The problem is limited on finding the effect of collaborative strategic reading toward students’ English reading comprehension at the second year of SMPN 1 Singingi Hilir.

3. Formulation of the Problem

In accordance with the limitation of the problem above, the problem of this research is formulated in the following question:

Is there any significant difference of students' English reading comprehension taught by using collaborative strategic reading and conventional one at the second year of SMPN 1 Singingi Hilir?

C. Reason of choosing the title

1. This problem is interested to be studied because it can give us a lot of information and knowledge about Collaborative Strategic Reading.
2. The writer can use this technique for the alternative of teaching methods especially in teaching reading.
3. The students at SMPN 1 Singingi Hilir still get difficulties in reading comprehension.

D. Objective and Significance of the research

1. Objective of the research

In relation to the problem mentioned above, the writer states the objective of the study as follows:

- a. To find out whether or not Collaborative Strategic Reading has significant effect toward second year students' reading comprehension at SMPN 1 Singingi Hilir.

2. Significance of the research

The writer expects that the finding of this study may:

- a. Contribute knowledge and information to English teachers to develop the students' ability in reading.
- b. Show how effective Collaborative Strategic Reading toward second year students' reading comprehension at SMPN 1 Singingi Hilir to curriculum or policy makers is.
- c. Give information to the students about the way to increase their reading comprehension.

E. Definition of Terms

In order to avoid misunderstanding in analyzing the title, it is necessary to define the terms as follows:

1. Effect

Effect is derived from the word "effective" which means producing the result that is wanted. (Hornby, 1995:134)

2. CSR (Collaborative Strategic Reading)

A teaching technique that combines reading comprehension strategy instruction with cooperative learning. (Klingner & Vaughn, 1991:1). In this study, CSR is a teaching reading strategy applied for second year students of SMPN 1 Singingi Hilir.

3. Reading Comprehension

A reading thinking activity and it depends upon the level of intelligence of the reader his or her speed of thinking and ability to detect relationship. (Burners, 1985 in Kasnila p: 6). In this research, reading comprehension is described as the students' ability to answer the questions based on their understanding in the reading texts, that is the students' score gained in the reading comprehension test.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

The major goal of reading for high school students is comprehension. Devine (1987:77) explained that reading comprehension is a process of activating the prior knowledge of the reader which cooperates with his appropriate cognitive skills and reasoning ability to find out the concept from a printed text. In these words, the reader must be able to understand, to interpret and to select actual information from text.

Harris and Edward (1980:8) explained that reading is the meaningful interpretation of printed or written verbal symbols. In addition, they also explains that reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world.

Readers' ability to understand the author's message is influenced by their background knowledge to the topic given in the text. It is stated by Burnes and Page (1985:46) that comprehension is the process where background knowledge or the world knowledge of the reader interacts with the message encoded in the text to generate an understanding of an author's message. As well as Pearson and Johnson (1972) in Nunan (1989:102) who define that comprehension is the process of building bridges between the known and the unknown.

Furthermore, Byrnes (1998:2) explained that reading comprehension is thus much more than decoding. Reading comprehension is resulted when the reader knows which skills and strategies are appropriate for the type of the text, and understands how to apply them to accomplish the reading purpose.

If it is so, it can be said that the basic element of comprehension is knowledge. It means that comprehension much deals with what one does not know and what he has already known about the new information in a text.

King and Stanly in Egis (2009:9) explained that reading and vocabulary sections are approach which focuses our attention on important technique. But in this research, the writer only discusses five components which are appropriate with the junior high school curriculum as follows:

- a. Finding factual information. It requires readers to scan specific details.

Tarigan in Egis (2009:10) says that while reading the reader must be able to recognize the factual information or certain information in detail, such as person, places, events, and time. The factual information questions are generally prepared for junior high school students and those which appear with wh-questions.

- b. Identifying main idea. Reading is concerned with meaning to a greater extent than it is with form. Efficient readers understand not only the ideas but also the relative significances as expressed by the writer. Tarigan in Egis (2009:10) says that finding the main idea of the paragraph consisting of many sentences and selecting the main idea not only in the

beginning of paragraph but also in the middle and at the end of paragraph. Sometimes, the main idea is not stated clearly, just implicit.

- c. Locating the meaning of vocabulary in context. It means that the reader could develop his guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the information and the topic of the paragraph.
- d. Identifying references. In order to avoid repeated words or phrases, the authors use reference words. King and Stanley in Egis (2009:10) explained that recognizing reference words and being able to identify the words or phrases to which they refer will help the readers understand the reading passage.
- e. Making inference from reading text. Inference is a skill where the reader has to be able to 'read between the lines'. King and Stanley in Egis (2009:10) divide it in two main attentions, draw logical inference and make accurate prediction.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author.

Based on explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the readers will know what they read and be challenged to response the ideas of the author.

2. The Factors Influencing Reading Comprehension

The aim of teaching reading is to make students become an effective and efficient reader. In order to achieve it, the teacher needs to use a comprehension strategy lesson. Comprehension strategy lessons are tactics or procedures which effective reader utilize to interact with written text, and to understand this writing on a literal, inferential, critical and creative level. Effective readers employ such strategies automatically prior to reading, as they read and once they have finished reading. (Flanagan: 1996).

There are many teaching techniques and strategies can be used in teaching reading comprehension such as Collaborative Strategic Reading, Questioning strategy, Snowballing strategy and etc. it is teachers' job to choose and use the right technique and strategies for their classroom. Many factors involve in order to make it success and acceptable such as the condition of the place where it is taught and also the students' conditions

In classroom process, the reading comprehension is divided three phases where each phase has different role and activity. Pre-reading activities or previewing has function to guide students to the next stages such as relating students' background knowledge with the text. While-reading activities develop students' reading skill by doing some activities or exercise relating to the text. Post-reading or reviewing is the follow up of the previous activities like by summarize what the students have got.

National Reading pane, 2000 states that the effectiveness of reading comprehension strategies has been documented in several studies. These

prominent strategies include: (a) activating prior knowledge, (b) monitoring comprehension (e.g. self questioning), (c) finding main ideas and supporting details, (d) summarizing, (e) using text structure, (f) drawing inferences, and (g) using mental imagery. The strategies that have demonstrated effectiveness in enhancing reading comprehension can be categorized into the time periods during which they were used: (a) before reading, (b) during reading (e.g. monitoring reading), and (c) after reading (e.g. summarization).

3. The Nature of Collaborative Strategic Reading

Reading comprehension on English should be taught through using appropriate reading technique. Then, the teacher can present reading comprehension in a classroom by using several techniques. In Indonesia, reading comprehension is presented by using different classroom techniques. This is simple because the students have different background and style in this country. One of the classroom techniques which can be applied is Collaborative Strategic Reading (CSR).

Collaborative Strategic Reading is an excellent technique for teaching students reading comprehension and building vocabulary and also working together. This technique combines reading comprehension strategy instruction with cooperative learning.

Klingner and Vaughn (1998) found that Collaborative Strategic Reading (CSR) is a method of teaching reading comprehension strategies originally designed for teacher-led small groups of students in special education whose first

language is not English. It was later adapted to cooperative learning and peer-led small group instruction in general education classes that include students with special needs.

Klingner & Vaughn, et al, (2001) explained that CSR was designed to facilitate reading comprehension for students with reading, learning, and behavior problems included in general education classroom. Besides that, Palincsar and Brown (1984) built on the foundation of Reciprocal Teaching (RT) and many of features previously identified as associated with effective instructions (e.g. collaborative group work, interactive dialogue and procedural strategies)

In addition, they also state that CSR is a great for students with learning disabilities because, in this strategy students easier to contribute to their groups and feel successful, and they get the help that they need in their reading. According to Harris and Elbert (1980:140) that:

“Specific learning disability means a disorder in one or more of the basic psychological process involved in understanding or in using language, spoken, or written, which may manifest itself in an imperfect ability to listen, speak, read, write, and spell or to do mathematical calculations”.

CSR combines the essential reading comprehension strategies that have been demonstrated to be effective in improving students’ understanding of text with cooperative learning groups or paired learning. CSR procedures are designed to maximize students’ engagement and help all students be successful in heterogeneous or mixed learning level classroom.

In addition, CSR help students learn specific strategies associated with effective reading comprehension. It also consists of some strategies. These reading strategies are preview (brainstorming and predicting), click and clunk

(monitoring understanding), get the gist (finding main ideas), and wrap-up (generating questions and reviewing).

4. CSR to Improve Reading Comprehension

The effects of CSR on reading comprehension for students with learning disabilities, including secondary students with learning disabilities, have been examined in a series of intervention studies by Vaughn, Klingner, and their colleagues. Most intervention studies demonstrated that CSR was associated with improved reading comprehension for students with learning disabilities. The first study using CSR was conducted with 26 seventh- and eighth-graders with learning disabilities who used English as a second language. In this study, students learned to use modified reciprocal teaching methods in cooperative learning groups (i.e., brainstorm, predict, clarify words and phrases, highlight the main idea, summarize the main idea(s) and important detail, and ask and answer questions). CSR was effective in improving reading comprehension for most of students with learning disabilities (Klingner & Vaughn, 1996).

CSR has also been combined with other approaches to address the range of skills needed for reading competence in middle school and high school. The effectiveness of CSR with elementary students with learning disabilities has also been supported. Klingner, Vaughn, and Schumm (1998) implemented CSR with fourth graders with a wide range of reading levels. Students in the CSR group significantly outperformed those in the control group on comprehension. In subsequent study, fifth-grade students were taught to apply CSR by trained

classroom teachers during English as a Second Language (ESL) science classes (Klingner & Vaughn, 2000). Students significantly increased their vocabulary from pre- to post-testing. Furthermore, students in CSR groups spent greater amounts of time engaged in academic-related strategic discussion and assisted one another while using CSR. CSR has also been implemented in conjunction with other research-based reading strategies (writing process approach, classwide peer tutoring, making words) for elementary students with learning disabilities (Klingner, Vaughn, Hughes, Schumm & Elbaum, 1998). In this study, trained teachers implemented CSR with their students. The result also confirmed that use of CSR has resulted in improvement in reading comprehension and vocabulary for elementary students with learning disabilities.

B. Procedures and Application of 4 (four) Reading Strategies (preview, click and clunk, get the gist and wrap up).

1. Before Reading

a. Preview

Preview is a strategy to activate students' prior knowledge, to facilitate their predictions about what they will read, and to generate interest students preview the entire passage before they read each section. The goals of previewing are:

- a) For students to learn as brief period of time (2-3 minutes)
- b) To activate their background knowledge about the topic
- c) To help them make predictions about what they will learn

Previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset. Introduce previewing to students by asking them whether they have ever been to the movies and seen previews. When students preview before reading, they should look at headings; words that are bolded or underlined, and picture, tables, graphs, and other key information to help them do two things:

- a) **Brainstorming**; What do we already know about the topic?
- b) **Making predictions**; What do we think we will learn about the topic when we read the passage?

2. During Reading

- a. Click and Clunk

Click and clunk is a strategy that teaches students to monitor their understanding during reading, and to use fix-up strategies when they realize their failure to understand text. The teacher describes a click as something that “you really get. You know it just clicks.” After students understand, the teacher explains a clunk: “A clunk is like when you run into a brick wall. You just really not understand a word the author is using. That is a clunk.” Then, the teacher reads a short piece aloud and asks students to listen carefully for clunks. The teacher asks students to write down their clunks and then teaches fix-up strategies to figure out the clunks. The teacher can use “clunk cards” as reminders of fix-up strategies.

b. Get the gist

Get the gist is strategy to help students identify main ideas during reading in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words. The most important point as a way of making sure that they have understood what they read. This strategy can improve students' understanding and memory of what they have learned.

When the students get the gist, they identify the most important person, place, or thing and also what is the most important idea about the person, place, or thing in the paragraph they just read. One way to identify the main idea is to answer the following questions: (a) "who or what is it about?" and (b) "what is most important about who or what?" In addition, students are taught to limit their response to ten words or less, so that their gist conveys the most important ideas, but unnecessary details.

Get the gist can be taught by focusing on one paragraph at a time. While students read the paragraph, the teacher asks them to identify the most important person, place, or thing. Then, the teacher asks students to tell what most important about the person, place, or thing is. Finally, the teacher teaches students to put it all together in a sentence containing ten words or less.

3. After Reading

a. Wrap Up

Wrap up is a strategy that teaches students to generate questions and to review important ideas in the text they have read. The purpose of wrap up is to teach students to identify the most important ideas of the entire section they have

read to improve their knowledge, understanding, and memory of what was learned.

Wrap up consists of two activities: (a) generating questions, and (b) reviewing. A teacher initially teaches students to wrap up by telling students to pretend they are teachers and to think of questions they would ask on a test. The teacher suggests the following question starters: who, what, when, where, why, and how. The teacher also encourages students to generate some questions that require an answer involving higher-level thinking skills, rather than literal recall. Finally, the teacher asks students to write down the most important ideas from the day's reading assignment and report orally to another group in front of the class.

4. Procedures Instruction of CSR

In this research, the CSR was given to the students in experimental class. There were eight meetings of instruction. Before the students apply CSR, they are divided into small groups, which consist of five students. Initially, the teacher explains the CSR's plan for strategic reading. Once the students have learned the strategies and their roles and have begun working in cooperative learning groups. The teacher's role is to monitor the group, circulate among groups, and provide a helpful assistance. Classroom activities in teaching reading through Collaborative Strategic Reading consist of three stages, namely:

a. Pre-Reading Activities

a) Preview

i. Brainstorm

1. Teacher asks the students to brainstorm and write everything they already know about the topic they will learn.
2. Teacher asks the students to share their best ideas.
 - ii. Predict
1. Teacher asks the students to think of what they will learn about the topic when they read the passage by looking at the title, pictures, or headings and write their ideas.
2. Teacher asks the students to share their best ideas.

b. While-Reading Activities

a) Read

- i. Teacher asks the students to read each section of the passage.

c) Click and Clunk

- i. The teacher describes a click as something that “You really get. You know it just clicks.
- ii. Teacher asks the students, do you understand what you read? If they do not, they write their clunks. After students understand, the teacher explains a clunk: “A clunk is like when you run into a brick wall. You just really don’t understand a word the author is using. That’s a clunk.
- iii. Teacher reads a short piece aloud and asks students to listen carefully for clunks.
- iv. Teacher asks students to write down their clunks and helps them clarify the clunks by using fix-up strategies. The fix-up strategies are:

- i) Reread the sentences and look for key ideas to help you understand the word.
- ii) Reread the sentences before and after the clunk looking for clues.
- iii) Look for a prefix or suffix in the word.
- iv) Break the word apart and look for smaller words.

c) Get the Gist

- i. Teacher asks the students to tell what is the most important person, place, or thing in the section they just have read.
- ii. Teacher asks the students to tell what is the most important idea about the person, place, or thing in the section they just have read.

Go back and do all of the steps in these while-reading activities for each section that is read.

a. Post-Reading Activities

a) Wrap-Up

- i. Teacher asks the students to think of some questions and their answers to check if they really understand what they read. They start their questions with what, who, when, where, why, and how. Every student writes his/her questions and the answers.
- ii. Teacher asks the students to share their best questions and the answers.
- iii. Teacher asks the students to write down about what they learned.

5. Procedures instruction of Conventional Strategy

In control group, the students are taught without CSR. According to Burnes and Page in Egis (2009:23), the procedure of teaching reading by using the conventional or traditional strategy can be done as follows:

- a. Teacher asks the students to read the text loudly.
- b. Teacher helps the students find out the meaning of the difficult words.
- c. Teacher asks the students to answer the question related to the reading text.

The students discuss the answer of the question.

6. Advantages of CSR

Johnson & Johnson (1986) explained that, persuasive evidence that cooperative teams achieve at higher levels of taught and retains information longer than students who work quietly as individuals.

Burnes, et al (1996:247) explained that cooperative learning helps students activate their prior knowledge and learn from the prior knowledge of their classmates and keeps them actively engaged in learning and enhances attention. In fact, cooperative groups work well for helping students understands characterization in a story.

Kligner et al (2001) review research that validates the effectiveness of comprehension strategy instruction and the use of cooperative learning approaches. They found that cooperative learning to teach comprehension has improved the learning opportunities for students with learning disabilities and ESL (English as a second language) students.

Researchers assume that the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. Developed to enhance reading comprehension skills for students with learning disabilities and students at risk for reading difficulties.

C. Relevant Research

There are some researches studies about the Collaborative Strategic Reading, they are:

Egis Fajruna el Mubarak (2009). In his research, he focused on the Effect of Pre-questioning toward reading comprehension achievement of the second year students at junior high school Arroyan Attaqwa Pekanbaru. He found that the application of Pre-questioning could increase the students' reading comprehension achievement. It can be seen that the result of T-test calculating is 8.26. It is bigger than the standard on the critic table of the T-test that is 2.68 in 1 % or 2.01 in 5 %. It can be read $2.01 < 8.26 > 2.68$. Regarding to the result above, H_a is accepted and H_o is rejected. It means that there is significant effect of Pre-question toward reading comprehension of the second year students at junior high school Arroyan Attaqwa Pekanbaru.

Yaimin (2006). In his research, he focused on the application of the questioning strategy in improving the second year students' reading comprehension achievement at Madrasah Aliyah Hidayatul Mubtadi'in Bandar Sungai. He concluded that based on the analysis data, after the students have been treated by using the questioning strategy, their score was increased if compared than before given the treatment. It can be seen that their score before being given

treatment was only 1,820 and after being taught by using questioning strategy or their post-test score was increased to become 2,963.2. So, the deviation of post-test and pre-test was 343. The conclusion can be stated that there is significant difference of the students' achievement in reading comprehension after being taught by using the questioning strategy. This can be seen in the difference score of students on the pre-test and post-test has been increased.

D. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward using of collaborative strategic reading to improve the students' reading comprehension. There are two variables in this research, they are:

Variable X as *independent variable* is the teaching treatment of CSR and

Variable Y as *dependent variable* is the students' reading comprehension.

The following treatment as a collection of procedures of the implementation of CSR can be seen as the following steps:

1. Teacher tells and introduces the lesson by using CSR.
2. Teacher asks the students to make a group and give a reading text for each group. Students read the text in their group.
3. Teacher asks the students to brainstorm and write everything about the topic.
4. Teacher asks the students to think of what they will learn about the topic when they read the passage and write their ideas.

5. Teacher asks the students, are they understand what they read or not? If do not, they write their clunks.
6. Teacher clarify to helps the students' clunks by using fix-up strategies.
7. Teacher asks the students to tell what the most important ideas in the section they just have read is.
8. Teacher asks the students to think of some questions by using 5w+1h.
9. Teacher asks the students to share their best questions and answers
10. Teacher asks the students to write down about what they learned.

To know the students' ability in reading comprehension for second year students of SMPN 1 Singingi Hilir, the writer determines some indicators for reading comprehension as the following:

1. Students are able to find factual information.
2. Students are able to identify main idea, supporting idea, etc.
3. Students are able to locate the meaning of vocabulary in context.
4. Students are able to identify references.
5. Students are able to make inference from reading text.

E. Assumption and Hypothesis

1. Assumption

Before formulating the hypothesis as temporary answer of the problem, the writer would like to present the assumption. The writer assumes that:

- a. By using CSR students will be more active in the classroom especially in reading.

2. Hypothesis

Based on the formulation of the problem, objective and explanation theory in theoretical framework and operational concept, the writer has hypothesis as follows:

Ho: There is no significant difference of students' English reading comprehension taught by using collaborative strategic reading and conventional one at the second year of SMPN 1 Singingi Hilir?

Ha: There is significant difference of students' English reading comprehension taught by using collaborative strategic reading and conventional one at the second year of SMPN 1 Singingi Hilir?

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study is a kind of experimental research. It was designed as pre-experimental design. There are two groups as sample in this research, which will be taken from two classes; one as experimental group and the other is as control group. The teaching of reading comprehension by using CSR will act as the experimental group, while the teaching reading comprehension by using conventional strategy is as the control group. The research involves two variables that are the teaching treatment of CSR as the independent variable and the students' reading comprehension as dependent variable. The research design can be drawn as the following:

TABLE III.1
THE FIGURE OF THE RESEARCH DESIGN

Group	Pre-test	Treatment	Post-test
E	T1	✓	T1
C	T2	-	T2

Where: E = Experimental Group

C = Control Group

✓ = Treatment of experimental group by using CSR

T1= Pre test for both experimental group and control group

T2= Post test for both experimental group and control group

This research is intended to analyze and interpret a certain populations by means of looking at the difference between the improving readings by using CSR. The material, the length of time and the either will be same in treating these two groups.

B. Location and the Time of the research

This research was conducted at SMPN 1 Singingi Hilir. It is located at Koto Baru, Singingi Hilir Kuantan Singingi Regency. This research was administered from March until May 2010.

C. Subject and the Object of the research

The subject of this research was second year students of SMPN 1 Singingi Hilir and the object of this study was to find out the effect of CSR toward students' reading comprehension.

D. Population and the Sample of the research

1. Population

The population and the sample of the research was the second year students of SMPN 1 Singingi Hilir at Kuantan Singingi Regency. The numbers of students in second year were 93 students. They were divided into three different classes of class VIII A, class VIII B, and class VIII C. The numbers of students in class VIII A were totally 31 students, classes VIII B were totally 32 students, and classes VIII C were totally 30 students. They were assumed to have the same level

of proficiency and the same background. They were taught by an English teacher with the same allocation and materials.

TABLE III.2
TOTAL OF THE STUDENTS AT SECOND YEAR
OF SMPN 1 SINGINGI HILIR

NO	Class	Population		
		Female	Male	Total
1	Class VIII A	20	11	31
2	Class VIII B	22	10	32
3	Class VIII C	19	11	30
Total		61	32	93

2. Sample

The sample of this study was assigned by using Cluster Random Sampling Technique. In this case, population was divided into some group/cluster. Sudjana (1996:173) argues that in cluster sampling, population is divided into some groups/clusters. These clusters will be taken in random process. Every member in a cluster that has been taken randomly will be a sample.

Jack and Norman (1993:85) explained that Cluster Sampling is similar to simple random sampling except that groups rather than individuals are randomly selected and all the member of the selected group has similar characteristics. Surakhmad (1998:100) states if the population is less than 100 persons, the taken sample is 50% and if the population is more than 100 persons, the sample taken is at least 15%.

In this occasion, the writer took the samples by using random sampling. The writer named cards based on every second year classes in SMPN 1 Singingi Hilir: class VIII.A, VIII.B, and VIII.C. After mixing these cards, the writer took two cards randomly as a sample of research. They were class VIII.A and class VIII.B.

By flapping a coin, class VIII.B became experimental group and class VIII.A as control group. The experimental group consisted of 32 students, while the control group consisted of 31 students. 63 students were representative enough to be sample of research.

E. Research Procedures

Since CSR is a technique to improve students' reading comprehension skill, which helps teachers achieve the goals of teaching. The procedures of this research were divided into two phases:

1. Procedures of collecting data for Experimental Group

a. Pre-test

The pre-test was carried out to determine the students' ability before getting any treatment. The test items used for per-test were reading texts consisted of five passages and every passage had five questions.

b. Treatment

The treatment was conducted for experimental group only. The treatment was using Collaborative Strategic Reading in teaching reading comprehension. The length of time on giving this treatment was eight

meetings in English subject classroom. The treatment has been discussed in chapter II.

c. Post-test

The post-test was administered after eight meetings of instruction. The result of the post-test was analyzed and used as final data for this research.

2. Procedures of collecting data for Control Group

a. Pre-test

Goal, items, and procedures of the test for control group are the same as those conducted for experimental group.

b. Conventional Method

In this case, the teacher teaches reading comprehension for control group by using conventional strategy or classical method. The strategy used in the classroom was characterized as follows:

- 1) The teacher asked the students to read the passage on the text.
- 2) The teacher asked the students to find out the meaning of difficult words.
- 3) The teacher asked the students to answer the questions based on the text.
- 4) The teacher collected the students' reading assignment.

c. Post-test

Post-test for both control group and experimental group were administrated after giving the treatment. The results of the post-test for

both control group and experimental group were analyzed and used as final data for this research.

F. Instrument of data collection

In order to get some data needed to support this research, the writer applied the techniques by the test.

The data of this research were gotten from the scores of the students' post test. The data were collected through the following procedure:

1. Both groups (Experimental group and Control group) were asked to express their idea in reading comprehension.
2. The teacher evaluated from the test based on reading comprehension aspect that consisted of finding factual information, identifying references and making inference from reading text. It was done to make the teacher easy to collect the data.
3. The test was used to obtain the data concerning the students' reading comprehension. The technique was carried out in items of collecting the data and information dealing with the data variable x (teaching of CSR (class with treatment) and conventional strategy (class without treatment)) and variable y (students' reading comprehension). The writer used multiple choice tests and the materials of the test were adopted from the reading book for second year of SMPN 1 Singingi Hilir.

Before giving the test to the students, the writer conducted a trying out as to verify the test whether they were reliable or not. The test was tried out in one

class out of the sample of the research consisting 20 students of second year at SMPN 1 Singingi Hilir. The try out was conducted to know the quality of the test, especially to determine coefficient of reliability and validity of the data.

G. Validity and Reliability of the Test

1. Validity

Every test, either it is a short, informal classroom test or a public examination should be as valid as the test constructor can make it. The test must aim to provide a true measure of the particular skill which is intended to measure.

Heaton (1988:159) states, “The validity of a test is the extent to which it measures what it is supposed to measure and nothing else.” There are three kinds of validity that consist of content validity, construct validity, and empirical validity.

To obtain the data about the comparison between Collaborative Strategic Reading (CSR) and conventional strategy on Reading Comprehension, the writer acquired to show each score. It was used pertaining to the most important characteristic of an item to be accurately determined by its difficulty. Then, the tests given to students were considered too difficult or too easy often show the low reliability. Item difficulty was determined as the proportion of correct responses. This was held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly (Heaton, 1991:178). The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where: FV: Index of difficulty or facility

R : The number of correct answers

N : The number of examinees or students taking the test

(Heaton, 1991:179)

The formula above was used to find out the ease or difficulty of each item test that researcher gave to the respondents. The items that do not reach the standard level of difficulty were excluded from the test and they were changed with the new items appropriate. Heaton (1991:179) states that prepared in practice to accept items with facility values between 0.30 and 0.70.

2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton (1988:162) explained that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.

There are some factors affecting the reliability of a test, they are:

- a. The extent of the sample of material selected for testing.
- b. The administration of the test, clearly this is an important factor in deciding reliability.

$$r_{ii} = \frac{N}{N-1} \left[1 - \frac{m(N-m)}{Nx^2} \right]$$

Where: r_{ii} : reliability

N : the number of item in the test

M : the mean score on the test for the entire test

X : the standard deviation of the test

(Heaton, 1988:164)

The reliability of the test is considered as follows:

0.800-1.00 = Very High

0.600-0.800 = High

0.400-0.600 = Enough

0.200-0.400 = Low

0.000-0.200 = Very Low

(Arikunto, 1996:71)

H. Technique of Data Analysis

In order to find out whether or not there is significant increasing of students' reading comprehension of two groups, the calculated data was taken from the scores of the students in the final test. The data was analyzed by using statistical analysis technique in order to identify the average score of both experimental and control group. The procedures in analyzing are the data as follows:

1. Find out the means score of Experiment (M_x) and means score of control group (M_y). The formula is as follows:

$$M_x = \frac{\sum x}{N} \text{ and } M_y = \frac{\sum y}{N}$$

Where:

M_x = Mean score of experiment group

M_y = Mean score of control group

X = Difference score of experiment group

Y = Difference score of control group

N = Number of students

2. Find out the variance of experiment group ($\sum x^2$) and the variance of control group ($\sum y^2$). The formula is as follows:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N} \quad \text{and} \quad \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where:

x^2 = Variance of experiment group

Y^2 = Variance of control group

X = Difference score of Experiment group

Y = Difference score of control group

N = Number of students

3. Find out homogeneity. The formula is as follows:

$$f_{calculated} = \frac{\text{the greater variance}}{\text{the lesser variance}}$$

4. Find out t-test statistic. The formula is as follows:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

The formula description:

to = the value of the score obtained

M_x = mean score of the experiment class

M_y = mean score of the control class

X² = standard deviation of experimental group

Y² = standard deviation of control group

N = number of the students

(Arikunto, 2006:311)

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Description of the Research Location

1. History of SMPN 1 Singingi Hilir

SMPN 1 Singingi Hilir is one of junior high schools in Kuantan Singingi, it was established in year 1993. Mr. Awaluddin, BA was the first Headmaster and now the last headmaster is Mr. Alfius, S.Pd. MM.

2. State of the Teacher

The teachers is one of the most important factors in teaching and learning English, because the teachers are persons who have sufficient English competence and skill to select instruction and choose strategy for his or her students. The purpose of teacher in education should be encouraged by their development to become more open, more humane, and more skillful in performing their roles as teachers. They are fulfilling their own unique potentials or doing for themselves what other expect them to do for students, but educators often fail to recognize that teachers, like students have different needs and abilities.

The teacher of SMPN 1 Singingi Hilir graduated from various diverts state and private university. The data of the teacher can be seen as follows:

TABLE IV.1
THE DATA OF THE TEACHER AT SMPN 1 SINGINGI HILIR

No	Subject focus	Name of teacher
1	Matematika	Alfius, S.Pd, MM
2	IPS	Edi Saputra, S.Pd
3	Penjaskes	Zulhadi, S.Pd
4	Biologi	Suryani Ramli, S.Pd
5	PAI	Drs. Jhoni Afrizal
6	PKn	Anwar Ujang, S.Pd
7	Fisika	Murniyati, S.Pd
8	Bahasa Inggris	Masdianto, S.S
9	Bahasa Inggris	Deni Asminar, S.Pd
10	IPS	Yunita, S.Pd
11	Matematika	Hasrun Indra, Amd.Pd
12	IPA	Ike Kuspeni Gurnere, S.Pi
13	Bahasa Indonesia	Desy Eryani, S.IP
14	IPS	Rami Mardia, SE
15	Bahasa Indonesia	Sri Antoni, S.Pd
16	Kesenian	Syafrianto, S.Sn
17	Arab Melayu	Rena Citra
18	Bahasa Inggris	Yelmarina
19	Matematika	Zelmi Saputra
20	TIK	Adang Mahyudin, S.IP
21	Bahasa Indonesia	Yesi Susmita, S.Pd

1. State of the students

One of the factors that can't be ignored even every dominant factors is that a students constitutes absolute requirement object or the target of education. Without students, the teaching and learning process will not receive or give response from what is presented or taught by the teacher.

The population of the students of SMPN 1 Singingi Hilir can be seen in the following table:

TABLE IV.2
THE LIST OF THE SECOND YEAR OF SMPN 1 SINGINGI HILIR
2009/2010

VIII			Total
A	B	C	93
31	32	30	

2. Facilities

Facilities play important roles in educational institution. They can support school to be easier teaching learning objectives. Thus, the school that has complete facilities and infrastructures, they have big opportunity to gain learning objectives planned as the target. The description of school facilities and infrastructures can be seen as follows:

TABLE IV.3
THE FACILITIES OF SMPN 1 SINGINGI HILIR

No	Facility	Total
1	Ruang Kelas	8
2	Laboratorium	1
3	Perpustakaan	1
4	Lab. Komputer	1
5	Labor. MTK	1
6	Parkir Kendaraan	2
7	Lapangan Olah Raga	1
8	Ruang Kepsek	1
9	Ruang Guru	1
10	Ruang Gudang	1
11	Mushollah	1
12	Koperasi Sekolah	1
13	Ruang Osis/Pramuka	1
14	Kamar Mandi/Wc	4
15	Ruang keterampilan	1
16	Ruang Aula	1

5. Curriculum

The curriculum of SMPN 1 Singingi Hilir refers to the curriculum KTSP.

B. Data of Presentation

1. Researcher's Activity

The data are presented as the result of observation, conducted toward the researcher's activity in the class. Other teacher observes the researcher as long as the researcher teaches the students by using CSR. The researcher presents the result in following tables:

Table IV.4
The Result of Researcher's Observation at Observation I

No	Observation	Categories	
		Yes	No
1	Teacher tells and introduces the lesson by using CSR	✓	-
2	Teacher asks the students to make a group and give a reading text for each group	✓	-
3	Teacher asks the students to brainstorm and write everything about the topic	✓	-
4	Teacher asks the students to think of what they will learn about the topic when they read the passage and write their ideas	✓	-
5	Teacher asks the students, are they understand or not? If do not, they write their clunks	✓	-
6	Teacher clarify to helps the students' clunks by using fix-up strategies	✓	-
7	Teacher asks the students to tell what the most important ideas in the section they just have read is?	-	-
8	Teacher asks the students to think of some questions by using 5w+1h	-	-

9	Teacher asks the students to share their best questions and answer	-	-
10	Teacher asks the students to write down about what they learned	-	-
Total		6	0
Percentage		60%	0%

Pertaining to the table above, the teacher's activities in category "Yes" is 60% and 0% in category "No".

Table IV.5
The Result of Researcher's Observation at Observation II

No	Observation	Categories	
		Yes	No
1	Teacher tells and introduces the lesson by using CSR	✓	-
2	Teacher asks the students to make a group and give a reading text for each group	-	-
3	Teacher asks the students to brainstorm and write everything about the topic	✓	-
4	Teacher asks the students to think of what they will learn about the topic when they read the passage and write their ideas	✓	-
5	Teacher asks the students, are they understand or not? If do not, they write their clunks	-	-
6	Teacher clarify to helps the students' clunks by using fix-up strategies	✓	-
7	Teacher asks the students to tell what the most important ideas in the section they just have read is?	✓	-
8	Teacher asks the students to think of some questions by using 5w+1h	✓	-
9	Teacher asks the students to share their best questions and answer	✓	-
10	Teacher asks the students to write down about what they learned	✓	-
Total		8	0
Percentage		80%	0%

Pertaining to the table above, the teacher's activities in category "Yes" is 80% and 0% in category "No".

Table IV.6
The Result of Researcher's Observation at Observation III

No	Observation	Categories	
		Yes	No
1	Teacher tells and introduces the lesson by using CSR	✓	-
2	Teacher asks the students to make a group and give a reading text for each group	✓	-
3	Teacher asks the students to brainstorm and write everything about the topic	✓	-
4	Teacher asks the students to think of what they will learn about the topic when they read the passage and write their ideas	✓	-
5	Teacher asks the students, are they understand or not? If do not, they write their clunks	✓	-
6	Teacher clarify to helps the students' clunks by using fix-up strategies	✓	-
7	Teacher asks the students to tell what the most important ideas in the section they just have read is?	✓	-
8	Teacher asks the students to think of some questions by using 5w+1h	✓	-
9	Teacher asks the students to share their best questions and answer	✓	-
10	Teacher asks the students to write down about what they learned	✓	-
Total		10	0
Percentage		100%	0%

Pertaining to the table above, the teacher's activities in category "Yes" is 100% and 0% in category "No".

Table IV.7
The Result of Researcher's Observation at Observation IV

No	Observation	Categories	
		Yes	No
1	Teacher tells and introduces the lesson by using CSR	✓	-
2	Teacher asks the students to make a group and give a reading text for each group	✓	-
3	Teacher asks the students to brainstorm and write everything about the topic	✓	-
4	Teacher asks the students to think of what they will learn about the topic when they read the passage and write their ideas	✓	-
5	Teacher asks the students, are they understand or not? If do not, they write their clunks	✓	-
6	Teacher clarify to helps the students' clunks by using fix-up strategies	✓	-
7	Teacher asks the students to tell what the most important ideas in the section they just have read is?	✓	-
8	Teacher asks the students to think of some questions by using 5w+1h	✓	-
9	Teacher asks the students to share their best questions and answer	✓	-
10	Teacher asks the students to write down about what they learned	✓	-
Total		10	0
Percentage		100%	0%

Pertaining to the table above, the teacher's activities in category "Yes" is 100% and 0% in category "No".

Table IV.8
The Percentage Recapitulation of Researcher's Activities

No	Researcher's Activity	Observation I	Observation II	Observation III	Observation IV
1	Teacher tells and introduces the lesson by using CSR	1	1	1	1
2	Teacher asks the students to make a group and give a reading text for each group	1	0	1	1
3	Teacher asks the students to brainstorm and write everything about the topic	1	1	1	1
4	Teacher asks the students to think of what they will learn about the topic when they read the passage and write their ideas	1	1	1	1
5	Teacher asks the students, are they understand or not? If do not, they write their clunks	1	0	1	1
6	Teacher clarify to helps the students' clunks by using fix-up strategies	1	1	1	1
7	Teacher asks the students to tell what the most important ideas in the section they just have read is?	0	1	1	1
8	Teacher asks the students to think of some questions by using 5w+1h	0	1	1	1
9	Teacher asks the students to share their best questions and answer	0	1	1	1
10	Teacher asks the students to write down about what they learned	0	1	1	1
Total		6	8	10	10
Means		0.6	0.8	1	1
Percentage		60%	80%	100%	100%

To calculate means can be used by using formula as follows:

$$\text{Means} = \frac{\text{totalresearcher'sativity}}{\text{totalitem}}$$

$$\text{Means} = \frac{6}{10} = 0,6$$

To calculate percentage can be used by using formula as follows:

$$\text{Percentage} = \frac{\text{totalmeans}}{\text{numberofsample}} \times 100$$

$$\text{Percentage} = \frac{0,6}{1} \times 100 = \frac{60}{1} = 60\%$$

From the table above, the researcher has completed all of the aspects that have been observed. Every aspect is improved from observation I until observation IV. In observation I, the total researcher's activity is 60%. In observation II, the total researcher's activity is 80%. In observation III, the total researcher's activity is 100%. And in observation IV, the total researcher's activity is 100%.

2. Item Difficulties

Before the items would be used to get the data, all of them were tried out. Try out was intended to know facility value of the test. The facility value itself was used to find out the level of difficulties. The standard of facility value used is if the scores were between 0.30-0.70 (JB Heaton, 1975:178). The items that could not fulfill the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy. The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the following formula:

$$FV = \frac{R}{N}$$

Where: FV= Difficulty level

R = the Number of the Correct answer

N = the Number of the Students

For example, if the number 1 is correct answer by 12 students of 32 students. The difficulty can be calculated as follows:

$$\begin{aligned} FV &= \frac{R}{N} \\ &= \frac{12}{32} \\ &= 0.37 \end{aligned}$$

If the facility value was changed into percentage, it could be calculated $0.37 \times 100\% = 37\%$. The facility value was considered standard, and could be used to get the data. In other word, the item did not need changing. After doing try out, the writer founds that there were some items that need to be modified because the level of difficulty could not reach the standard of item difficulty. All items were rewritten or improved because they did not fulfill the standard. They were items number 3, 6, 15, and 25.

C. Data Analysis

TABLE IV.9
Calculated Table of Experiment and Control Group

Experiment Group				Control Group			
Student	Pre-test (X_1)	Post-test (X_2)	Difference (X)	Student	Pre-test (Y_1)	Post-test (Y_2)	Difference (Y)
1	52	72	20	1	40	72	32
2	40	72	32	2	48	72	24
3	64	80	16	3	40	60	20
4	20	40	20	4	32	52	20
5	44	64	20	5	52	60	8
6	64	60	-4	6	20	60	40
7	44	60	16	7	40	64	24
8	64	92	28	8	60	52	-8
9	48	72	24	9	20	52	32
10	60	76	16	10	48	68	20
11	40	56	16	11	64	52	-12
12	52	60	8	12	52	72	20
13	40	64	24	13	40	48	8
14	40	76	36	14	48	56	8
15	52	84	32	15	48	60	12
16	44	72	28	16	40	36	-4
17	40	72	32	17	56	56	0
18	24	76	52	18	56	64	8
19	56	88	32	19	52	72	20
20	60	92	32	20	48	48	0
21	44	88	44	21	28	40	12
22	32	56	24	22	44	40	-4
23	32	72	40	23	32	60	28
24	52	60	8	24	20	56	36

25	40	64	24	25	52	56	4
26	36	68	32	26	60	60	0
27	20	72	52	27	40	72	32
28	24	76	52	28	36	68	32
29	40	80	40	29	48	64	16
30	44	72	28	30	52	72	20
31	36	68	32	31	40	60	20
32	52	80	28				
$\sum N_1 =$	$\sum X_1 =$	$\sum X_2 =$	$\sum X =$	$\sum N_2 =$	$\sum Y_1 =$	$\sum Y_2 =$	$\sum Y =$
32	1370	2284	892	31	1358	1824	468

From the table above, it can be found that $\sum N_1 = 32$, $\sum X_1 = 1370$, $\sum X_2 = 2284$, $\sum X = 892$, $\sum N_2 = 31$, $\sum Y_1 = 1358$, $\sum Y_2 = 1824$, and $\sum Y = 468$

Furthermore, to find out the means score of experiment group (M_x) and means score of control group (M_y) is as follows:

Mean of Experiment Class

$$\begin{aligned}
 M_x &= \frac{\sum x}{N} \\
 &= \frac{892}{32} \\
 &= 27.8
 \end{aligned}$$

Mean of Control Class

$$\begin{aligned}
 M_y &= \frac{\sum y}{N} \\
 &= \frac{468}{31} \\
 &= 15.1
 \end{aligned}$$

Find out the variance of experiment group ($\sum x^2$) and the variance of control group ($\sum y^2$) is as follows:

$$\begin{aligned}
 \sum x^2 &= \sum x^2 - \frac{(\sum x)^2}{N} \\
 \sum x^2 &= 28496 - \frac{(892)^2}{32}
 \end{aligned}$$

$$\begin{aligned}
 \sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{N} \\
 \sum y^2 &= 12784 - \frac{(468)^2}{31}
 \end{aligned}$$

$$\sum x^2 = 28496 - 24864.5$$

$$\sum y^2 = 12784 - 7065.5$$

$$\sum x^2 = 3631.5$$

$$\sum y^2 = 5718.7$$

Based on the analysis above, it was found that the means of experiment group is 27.8 and the variance is 3631.5. While, the means of control group is 15.1 and the variance is 5718.

From the finding above, there is the difference between the experimental group and control group in term means and variance. In order to find out the variance of homogeneity of both classes, F value can be calculated in the following:

$$\begin{aligned} f_{calculated} &= \frac{\text{the greater variance}}{\text{the lesser variance}} \\ &= \frac{5718.7}{3631.5} \\ &= 1.574 \end{aligned}$$

The value of $f_{calculated}$ is compared with the value of f_{table} with dk denominator (32-1=31) and dk counter (31-1=30). Based on the dk and for 5%, f_{table} value is 1.82. From the explanation, it is found that $f_{calculated}$ is less than f_{table} is less than f_{table} (1.574 < 1.82). Therefore, it can be said that both of groups' variance are homogeneous.

Then to find out t-test statistic:

$$\begin{aligned}
 t_0 &= \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}} \\
 &= \frac{27.8 - 15.1}{\sqrt{\left[\frac{3631.5 + 5718.7}{32 + 31 - 2} \right] \left[\frac{1}{32} + \frac{1}{31} \right]}} \\
 &= \frac{12.7}{\sqrt{\left[\frac{9350.2}{61} \right] \left[\frac{2.03}{32} \right]}} \\
 &= \frac{12.7}{\sqrt{\left[\frac{18980.9}{1952} \right]}} \\
 &= \frac{12.7}{\sqrt{9.72}} = \frac{12.7}{3.11} = 4.1
 \end{aligned}$$

By observing the data analysis, it can be describing that coefficient of t-test is 4.1 to prove whether there is a significant or not, $t_{calculated}$ is turned to $t_{distribution}$ level. In alpha decision level (α) 0.05, $\frac{1}{2} \alpha$ and with the degree freedom 61 ($df = N_1 + N_2 - 2 = 32 + 31 - 2 = 61$) is found that $t_{distribution}$ is 1.671. It can be concluded that $t_{calculated} > t_{distribution}$ ($4.1 > 1.671$). It means that H_a is accepted and H_0 is rejected. In short, there is significant effect of using CSR to improve students' English reading comprehension at the second year of SMPN 1 Singingi Hilir.

D. The Interpretation of the Data

Based on the calculation of both, experimental group and control group in the hypothesis testing is found that the value of $t_{calculated}$ is higher than $t_{distribution}$ ($4.1 > 1.67$) in alpha decision level (α) $0.05, \frac{1}{2} \alpha$ with the degree freedom ($df = 61$).

Consequently, the null hypothesis is rejected. In short, there is significant effect of CSR to increase students' reading comprehension at the second year of SMPN 1 Singingi Hilir.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with reading comprehension at the second year students of SMPN 1 Singingi Hilir by using CSR.

A. Conclusion

After doing the research, the researcher finds that the result of students in learning English by using CSR is increasing from observation I to observation IV and there is significant difference between students taught with conventional method and by using CSR.

Based on the formulation of the problem “Is there any significant difference of students’ English reading comprehension taught by using CSR and conventional one at the second year students of SMPN 1 Singingi Hilir”? It can be answered that there is any significant effect of Collaborative Strategic Reading toward students’ English reading comprehension at the second year of SMPN 1 Singingi Hilir. This statement can be seen from the result of t-test is 4.1 higher than $t_{distribution}$ 1.67 ($4.1 > 1.67$) in alpha decision level (α) 0.05, $\frac{1}{2}\alpha$ with the degree freedom ($df = 61$). It means that H_0 is rejected and the H_a is accepted. In other word, there is significant difference between on students who were taught by Collaborative Strategic Reading and who were taught by conventional one.

B. Suggestion

Considering the result of this study, the writer would like to give some suggestions. They are as follows:

1. Suggestions for the teacher:

The researcher expects that English teachers choose the suitable techniques in teaching their students in order to make them feel interesting and not boring and studying English based on teaching experience when the researcher conducted research.

1. *CSR* can be used as an alternative technique for teachers to present reading comprehension in the classroom in order to increase the students' ability in reading.
2. English teacher should be able to make a new atmosphere so that the class is not boring.
3. Since *CSR* technique has been proven significantly effective in improving students' reading comprehension. It is suggested that English teachers adopt and apply this technique in order to improve students' reading comprehension and increase conceptual learning in ways that maximize the students' involvement.

2. Suggestion for the students:

1. The students should try to understand using *CSR* in reading text.
2. The students must be creative to select kinds of reading in order to comprehend more the text and in order to diminish boredom in learning English especially in reading subject.

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APPENDIX I

TEST

READING COMPREHENSION

Respondent : The Second Year Students of SMPN 1 SINGINGI HILIR

Name :

Class :

Direction

- These questions are multiple choices.
- These questions are used to know students reading comprehension.
- These questions consist of 25 questions.
- Choose one answer that you consider correct based on the questions.

READING I

Last week Budi's school had a camp. Budi did not join the camp because it was only for class 2. He is still in class I this year. The campsite was in a village near Kaliurang. It was about 10 Km south of Mount Merapi. There was a stream with clean water nearby. And the air was cool and fresh. It was really a good place for camping.

All the students of class 2 had to go camping. But those who were sick could stay at home. Some of the teachers were also in the camp. The camping activity lasted for two days. The weather was good during the camp. Everybody had a useful experience. They all enjoyed the camp.

1. Why didn't Budi take part in camping? Because...
 - a. He was sick last week
 - b. He joined the other activity
 - c. He didn't like camping
 - d. He is still in the first year
2. What is the main idea of first paragraph?
 - a. Budi's school camp
 - b. Budi did
 - c. Budi is still in class 1 this year
 - d. It was real
3. Which statement is not correct according to the text...?
 - a. The campsite was in a village near Kaliurang
 - b. All the students had to go camping

- c. Budi did not join the camp
 - d. The camping activity for two days
4. it was really a good place for camping". (Last sentence, paragraph two). The word "it" refers to...
- a. The campsite
 - b. The village
 - c. The stream
 - d. The air
5. What is the suitable title for the text above?
- a. Budi's camping
 - b. Budi's experience
 - c. Budi's school activity
 - d. Budi's teachers camping

READING 11

There was once a frog that lived in a small pond with a turtle. They were tired of living in the pond. One day the frog said to the turtle, can you tell me the best place in the world?" Sorry I don't know". "Let's ask Mrs. Bird. She knows well where the place is."

They went to the road, passed the wood, turned the east and went straight. And last they saw her is bush. "Good morning, Mrs. Bird" said the frog. "Can you tell me the best place in the world? I would like to live there." "The best place?" said Mrs. Bird. "go back down the road, turn west, go pass the wood and go straight on. Then you can find the best place in the world."

They were very pleased and went off right away. At last they came to a pond. This is our home, said the turtle. "This is the best place in the world," said the frog.

6. What is the suitable title for the text above...?
- a. A frog and a turtle
 - b. Mrs. Bird
 - c. A frog's life
 - d. The best place
7. Who knew well the best place in the world?
- a. The Frog
 - b. The Turtle
 - c. The Fly
 - d. The Bird
8. "...at last *they* came to a pond." (In the last paragraph). The word "they" refers to...

- a. Frog and bird
 - b. Frog and Turtle
 - c. Turtle and Bird
 - d. Turtle and friends
9. According to the text, the statement below is false, except...
- a. Mrs. Bird lived in a pond
 - b. The turtle know the best place in the world
 - c. They went back to the same pond
 - d. Frog and turtle lived in a big pond
10. The antonym of the word “west” in line 7 is...
- a. east
 - b. north
 - c. south
 - d. northwest

READING III

Last Saturday was a public holiday. The students of SMP I Medan took a trip to parapat. They hired three buses. They were new and luxurious. In the morning the students woke up early. Their mothers prepared some food, drinks and fruits for them. Their parents took them to the school. The buses were already there some students were in the buses. Their parents were waiting on both sides of the street. At six o'clock the buses left their school. The students looked very happy and started to sing.

At nine o'clock they reached Parapat. The students hurriedly got our of the buses and carried their things and food. They gathered under a big tree. After they took a rest, they had their meals. At about 10 o'clock some of the students changed into their swimsuits and ran into a bout for a sail.

At three o'clock the teachers called the students together because it was time to go home. In summary, the trip was very enjoyable. This place is so impressive with its beautiful panorama and bout ride.

11. What is the suitable title for the text above?
- a. A public holiday
 - b. A trip to Parapat
 - c. Planning go to Parapat
 - d. Parapat's panorama
12. What is the purpose of this text?

- a. To describe something in general
 - c. To inform a particular thing
 - b. To amuse the readers
 - d. To retell about past event
13. How many buses did the students hire? They hire...
- a. One buses
 - c. Three buses
 - b. Two buses
 - d. Four buses
14. How long did they spend in Parapat? They spend for... in Parapat.
- a. Four hours
 - c. Six hours
 - b. Five hours
 - d. Seven hours
15. The antonym of word "Happy" (line 6) is...?
- a. Cry
 - c. Hate
 - b. Sad
 - d. Angry

READING IV

A dog was feeling very proud of himself. He had found a big, juicy bone at the market. He quickly carried it in his mouth and ran off to find a place to eat it.

He came to a stream which had very clear water. He started to walk across it, taking his own sweet time. He was thinking what a wonderful time he would have when he could eat the whole juicy bone, all by himself.

Suddenly he stopped and looked down into the water. He saw a dog there looking back at him, also with a bone in his mouth. He did not know he was looking at himself.

He said to himself, "That dog's bone looks bigger than mine. I'll grab his bone and run away as fast as I can."

16. What is in the dog's mouth?
- a. Bone
 - c. Juicy Bone
 - b. Meat
 - d. Clear Water
17. What is the suitable title for the text above?
- a. A sweet dog
 - c. A big dog
 - b. Juicy Bone
 - d. A greedy dog

18. The synonym of the word “wonderful” in line 4 is...?
- a. Fantastic
 - b. Bad
 - c. Sweet
 - d. Ugly
19. “... to find a place to eat it. (In the first paragraph). The word “it” refers to...?
- a. Dog
 - b. Juicy Bone
 - c. Market
 - d. Water
20. What is the main idea of first paragraph?
- a. The dog feels proud of himself
 - b. Juicy bone at the market
 - c. The dog quickly carried it in his mouth
 - d. The dog find a place to eat a it

READING V

All around the world, people drink tea. But tea does not mean the same thing to everyone. In different countries, people have very different ideas about drinking tea. In China, for example, tea is always served when people get together. The Chinese drink it at any time of day, at home, or in a tea house. They prefer their tea plain, with nothing else in it.

Tea it also important in Japan. The Japanese have a special way of serving tea, called a tea ceremony. There is even a special room for it in Japanese homes. Another tea drinking country is England. In England the late afternoon is “tea time”. Almost everyone has a cup of tea then. The English usually make tea in a teapot and drink it with cream and sugar. They also eat cakes, cookies and little sandwiches at tea time.

In the United States people drink tea mostly for breakfast or after meals. Americans usually have tea in teapots. In the summer, many Americans drink cold tea - called “iced tea”. *They* sometimes drink iced tea from cans, like soda.

21. Where can we find a tea ceremony?
- a. China
 - b. Japan
 - c. England
 - d. United State

22. According to the text, the statement below is true, except...?
- a. In the United States people drink tea mostly for breakfast
 - b. The English usually make tea in a teapot
 - c. Tea ceremony is special even in England
 - d. we can find Iced tea in Americans
23. What is the main idea of last paragraph?
- a. How to drink tea time in other country
 - b. They sometimes drink iced tea from cans
 - c. People in United State drink tea after meals
 - d. Americans usually have tea in teapots
24. What is the suitable title for the text above?
- a. Tea time
 - b. Tea ceremony
 - c. Drinking tea
 - d. Iced tea
25. The word "They" in the last paragraph (last sentences), refer to...
- a. Iced tea
 - b. United State
 - c. Americans
 - d. English

APPENDIX II

TRY OUT TEST

READING COMPREHENSION

Respondent : The Second Year Students of SMPN 1 SINGINGI HILIR

Name :

Class :

Direction

- These questions are multiple choices.
- These questions are used to know students reading comprehension.
- These questions consist of 25 questions.
- Choose one answer that you consider correct based on the questions.

READING I

Last week Budi's school had a camp. Budi did not join the camp because it was only for class 2. He is still in class I this year. The campsite was in a village near Kaliurang. It was about 10 Km south of Mount Merapi. There was a stream with clean water nearby. And the air was cool and fresh. It was really a good place for camping.

All the students of class 2 had to go camping. But those who were sick could stay at home. Some of the teachers were also in the camp. The camping activity lasted for two days. The weather was good during the camp. Everybody had a useful experience. They all enjoyed the camp.

1. Why didn't Budi take part in camping? Because...

- | | |
|---------------------------------|----------------------------------|
| a. He was sick last week | c. He didn't like camping |
| b. He joined the other activity | d. He is still in the first year |

2. What is the main idea of first paragraph?

- | | |
|-----------------------|---------------------------------------|
| a. Budi's school camp | c. Budi is still in class 1 this year |
| b. Budi did | d. It was real |

3. The synonym of the word "stream" in line 3 is...

- | | |
|----------------|------------|
| a. Follow | c. Water |
| b. Watercourse | d. Village |

4. it was really a good place for camping". (Last sentence, paragraph two). The word "it" refers to...
- a. The campsite
 - b. The village
 - c. The stream
 - d. The air
5. What is the suitable title for the text above?
- a. Budi's camping
 - b. Budi's experience
 - c. Budi's school activity
 - d. Budi's teachers camping

READING 11

There was once a frog that lived in a small pond with a turtle. They were tired of living in the pond. One day the frog said to the turtle, can you tell me the best place in the world?" Sorry I don't know". "Let's ask Mrs. Bird. She knows well where the place is."

They went to the road, passed the wood, turned the east and went straight. And last they saw her is bush. "Good morning, Mrs. Bird" said the frog. "Can you tell me the best place in the world? I would like to live there." "The best place?" said Mrs. Bird. "go back down the road, turn west, go pass the wood and go straight on. Then you can find the best place in the world."

They were very pleased and went off right away. At last they came to a pond. This is our home, said the turtle. "This is the best place in the world," said the frog.

6. What is the purpose of the text?
- a. To describe something in general
 - b. To amuse the readers
 - c. To tell a particular thing
 - d. To retell about past events
7. Who knew well the best place in the world?
- a. The Frog
 - b. The Turtle
 - c. The Fly
 - d. The Bird
8. "...at last *they* came to a pond." (In the last paragraph). The word "they"

- refers to...
- a. Frog and bird
 - b. Frog and Turtle
 - c. Turtle and Bird
 - d. Turtle and friends
9. According to the text, the statement below is false, except...
- a. Mrs. Bird lived in a pond
 - b. The turtle know the best place in the world
 - c. They went back to the same pond
 - d. Frog and turtle lived in a big pond
10. The antonym of the word “west” in line 7 is...
- a. east
 - b. north
 - c. south
 - d. northwest

READING III

Last Saturday was a public holiday. The students of SMP I Medan took a trip to parapat. They hired three buses. They were new and luxurious. In the morning the students woke up early. Their mothers prepared some food, drinks and fruits for them. Their parents took them to the school. The buses were already there some students were in the buses. Their parents were waiting on both sides of the street. At six o'clock the buses left their school. The students looked very happy and started to sing.

At nine o'clock they reached Parapat. The students hurriedly got our of the buses and carried their things and food. They gathered under a big tree. After they took a rest, they had their meals. At about 10 o'clock some of the students changed into their swimsuits and ran into a bout for a sail.

At three o'clock the teachers called the students together because it was time to go home. In summary, the trip was very enjoyable. This place is so impressive with its beautiful panorama and bout ride.

11. What is the suitable title for the text above?
- a. A public holiday
 - b. A trip to Parapat
 - c. Planning go to Parapat
 - d. Parapat's panorama
12. What is the purpose of this text?

18. The synonym of the word “wonderful” in line 4 is...?
- a. Fantastic
 - b. Bad
 - c. Sweet
 - d. Ugly
19. “... to find a place to eat it. (In the first paragraph). The word “it” refers to...?
- a. Dog
 - b. Juicy Bone
 - c. Market
 - d. Water
20. What is the main idea of first paragraph?
- a. The dog feels proud of himself
 - b. Juicy bone at the market
 - c. The dog quickly carried it in his mouth
 - d. The dog find a place to eat it

READING V

All around the world, people drink tea. But tea does not mean the same thing to everyone. In different countries, people have very different ideas about drinking tea. In China, for example, tea is always served when people get together. The Chinese drink it at any time of day, at home, or in a tea house. They prefer their tea plain, with nothing else in it.

Tea is also important in Japan. The Japanese have a special way of serving tea, called a tea ceremony. There is even a special room for it in Japanese homes. Another tea drinking country is England. In England the late afternoon is “tea time”. Almost everyone has a cup of tea then. The English usually make tea in a teapot and drink it with cream and sugar. They also eat cakes, cookies and little sandwiches at tea time.

In the United States people drink tea mostly for breakfast or after meals. Americans usually have tea in teapots. In the summer, many Americans drink cold tea - called “iced tea”. *They* sometimes drink iced tea from cans, like soda.

21. Where can we find a tea ceremony?
- a. China
 - b. Japan
 - c. England
 - d. United State

22. According to the text, the statement below is true, except...?
- a. In the United States people drink tea mostly for breakfast
 - b. The English usually make tea in a teapot
 - c. Tea ceremony is special even in England
 - d. we can find Iced tea in Americans
23. What is the main idea of last paragraph?
- a. How to drink tea time in other country
 - b. They sometimes drink iced tea from cans
 - c. People in United State drink tea after meals
 - d. Americans usually have tea in teapots
24. What is the suitable title for the text above?
- a. Tea time
 - b. Tea ceremony
 - c. Drinking tea
 - d. Iced tea
25. The antonym of the word "Important" is line 6 is...
- a. Significant
 - b. Increase
 - c. Improve
 - d. Unimportant

APPENDIX III

ANSWER KEY OF TEST

1. D	11. B	21. B
2. A	12. D	22. C
3. B	13. C	23. A
4. A	14. B	24. A
5. C	15. B	25. C
6. D	16. A	
7. D	17. D	
8. B	18. A	
9. C	19. B	
10. A	20. A	

APPENDIX IV

ANSWER KEY OF TRY OUT TEST

1. D	11. B	21. B
2. A	12. D	22. C
3. B	13. C	23. A
4. A	14. B	24. A
5. C	15. C	25. D
6. A	16. A	
7. D	17. D	
8. B	18. A	
9. C	19. B	
10. A	20. A	

APPENDIX VII

THE RECAPITULATION SCORE OF THE STUDENTS' READING COMPREHENSION ACHIEVEMENT OF THE SECOND YEAR STUDENTS AT SMPN 1 SINGINGI HILIR

No	EXPERIMENT CLASS			No	CONTROL CLASS		
	X1	X2	X		Y1	Y2	Y
1	52	72	20	1	40	72	32
2	40	72	32	2	48	72	24
3	64	80	16	3	40	60	20
4	20	40	20	4	32	52	20
5	44	64	20	5	52	60	8
6	64	60	-4	6	20	60	40
7	44	60	16	7	40	64	24
8	64	92	28	8	60	52	-8
9	48	72	24	9	20	52	32
10	60	76	16	10	48	68	20
11	40	56	16	11	64	52	-12
12	52	60	8	12	52	72	20
13	40	64	24	13	40	48	8
14	40	76	36	14	48	56	8
15	52	84	32	15	48	60	12
16	44	72	28	16	40	36	-4
17	40	72	32	17	56	56	0
18	24	76	52	18	56	64	8
19	56	88	32	19	52	72	20
20	60	92	32	20	48	48	0
21	44	88	44	21	28	40	12
22	32	56	24	22	44	40	-4
23	32	72	40	23	32	60	28
24	52	60	8	24	20	56	36

No	EXPERIMENT CLASS			No	CONTROL CLASS		
	X1	X2	X		Y1	Y2	Y
25	40	64	24	25	52	56	4
26	36	68	32	26	60	60	0
27	20	72	52	27	40	72	32
28	24	76	52	28	36	68	32
29	40	80	40	29	48	64	16
30	44	72	28	30	52	72	20
31	36	68	32	31	40	60	20
32	52	80	28				
	1370	2284	892		1358	1824	468

APPENDIX VI

THE RESULT OF TRY OUT OF THE STUDENTS' READING COMPREHENSION ACHIEVEMENT

NO	STUDENTS	SCORE	MEAN DEVIATION	SQUARE X(d)
1	STUDENTS 1	56	10.8	116.64
2	STUDENTS 2	52	6.8	46.24
3	STUDENTS 3	40	-5.2	27.04
4	STUDENTS 4	40	-5.2	27.04
5	STUDENTS 5	60	14.8	219.04
6	STUDENTS 6	48	2.8	7.84
7	STUDENTS 7	44	-1.2	1.44
8	STUDENTS 8	20	-25.2	635.04
9	STUDENTS 9	40	-5.2	27.04
10	STUDENTS 10	44	-1.2	1.44
11	STUDENTS 11	52	6.8	46.24
12	STUDENTS 12	44	-1.2	1.44
13	STUDENTS 13	52	6.8	46.24
14	STUDENTS 14	56	10.8	116.64
15	STUDENTS 15	48	2.8	7.84
16	STUDENTS 16	48	2.8	7.84
17	STUDENTS 17	20	-5.2	27.04
18	STUDENTS 18	40	-5.2	27.04
19	STUDENTS 19	52	6.8	46.24
20	STUDENTS 20	48	2.8	7.84
		904		1443.2

1. The mean score of the try out test is was computed using the formula as follow:

$$M = \frac{\sum fx}{N} = \frac{904}{20} = 45.2$$

2. The formula used to find out the standard deviation is :

$$SD = \sqrt{\sum \frac{d^2}{N}} = \sqrt{\frac{1443.2}{20}} = \sqrt{72.16} = 8.49$$

3. The formula of reliability of noun phrase test in try out is:

$$N = 208$$

$$M = 45.2$$

$$X = 8.49$$

$$R_{ii} = \frac{N}{N-1} \left(1 - \frac{M(N-M)}{NX^2} \right)$$

$$R_{ii} = \frac{20}{20-1} \left(1 - \frac{45.2(20-45.2)}{20(8.49)^2} \right)$$

$$R_{ii} = \frac{20}{19 \left(1 - \frac{45.2(-25.2)}{1441.6} \right)}$$

$$R_{ii} = \frac{20}{19} \left(1 - \frac{-1139.04}{1441.6} \right)$$

$$R_{ii} = 1.05(1 - (-0.79))$$

$$R_{ii} = 1.05(1.79)$$

$$R_{ii} = 1.87$$

The score obtained (1.87) comparing to the r product moment at the degree of freedom is 20. r product moment at the level 5% is 0.423 and at 1% is 0.537. The score obtained is higher than r-table. It can be read $0.423 < 1.87 > 0.537$. It means that the test is reliable

Validity of the test

a. Validity for Experiment class

$$\bar{x} = \frac{\sum x}{N} = \frac{1370}{32} = 42.81$$

$$\bar{y} = \frac{\sum y}{N} = \frac{2284}{32} = 71.37$$

$$r(xy) = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sqrt{\sum (x - \bar{x})^2 \sum (y - \bar{y})^2}}$$

$$\begin{aligned}
&= \frac{(1370 - 42.81)(2284 - 71.37)}{\sqrt{(1370 - 42.81)^2 (2284 - 71.37)^2}} \\
&= \frac{(1327.19)(2212.63)}{\sqrt{(1327.19)^2 (2212.63)^2}} \\
&= \frac{2936580.409}{\sqrt{8.6235045}} = \frac{2936580.409}{2.936580.409} = 10
\end{aligned}$$

b. Validity for control class

$$x = \frac{\sum x}{N} = \frac{1358}{31} = 43.80$$

$$y = \frac{\sum y}{N} = \frac{1824}{31} = 58.83$$

$$\begin{aligned}
r(xy) &= \frac{\sum (x - x^-)(y - y^-)}{\sqrt{\sum (x - x^-)^2 (y - y^-)^2}} \\
&= \frac{(1358 - 43.80)(1824 - 58.83)}{\sqrt{(1358 - 43.80)^2 (1824 - 58.83)^2}} \\
&= \frac{(1314.2)(1765.17)}{\sqrt{(1314.2)^2 (1765.17)^2}} \\
&= \frac{(2319786.414)}{\sqrt{5.381409}} \\
&= \frac{2319786.414}{2.319786414} \\
&= 10
\end{aligned}$$

From the calculation based on the formula above, we can see that the validity of the test is 10. It means that the validity of two groups is higher than calculating with critique value of “r” product moment as follows:

$10 > 0.325$ with 5% significant level

$10 < 0.418$ with 1% significant level

APPENDIX VIII

TABLE OBSERVATION SHEET OF USING CSR IN THE CLASSROOM

Observation : 1

Class : Experiment Class

Day : Tuesday, March 9th 2010

NO	ITEMS OF OBSERVATION	Yes	No
		Frequency	Frequency
1	Teacher tells and introduces the lesson by using CSR.		
2	Teacher asks the students to make a group and give a reading text for each group. Students read the text in their group.		
3	Teacher asks the students to brainstorm and write everything about the topic.		
4	Teacher asks the students to think of what they will learn about the topic when they read the passage and write their ideas.		
5	Teacher ask the students, are they understand what they read or not, if do not, they write their clunks.		
6	Teacher helps to clarify the students' clunks by using fix-up strategies.		
7	Teacher asks the students to tell what is the most important ideas in the section they just have read.		
8	Teacher asks the students to think of some questions by using 5w+1h.		
9	Teacher asks the students to write down about what they learned.		
10	Teacher asks the students to share their best questions and answers.		
	TOTAL		

TABLE OBSERVATION SHEET
OF USING CSR IN THE CLASSROOM

Observation : 2

Class : Experiment Class

Day : Tuesday, March 12th 2010

NO	ITEMS OF OBSERVATION	Yes	No
		Frequency	Frequency
1	Teacher tells and introduces the lesson by using CSR.		
2	Teacher asks the students to make a group and give a reading text for each group. Students read the text in their group.		
3	Teacher asks the students to brainstorm and write everything about the topic.		
4	Teacher asks the students to think of what they will learn about the topic when they read the passage and write their ideas.		
5	Teacher ask the students, are they understand what they read or not, if do not, they write their clunks.		
6	Teacher helps to clarify the students' clunks by using fix-up strategies.		
7	Teacher asks the students to tell what is the most important ideas in the section they just have read.		
8	Teacher asks the students to think of some questions by using 5w+1h.		
9	Teacher asks the students to write down about what they learned.		
10	Teacher asks the students to share their best questions and answers.		
	TOTAL		

TABLE OBSERVATION SHEET
OF USING CSR IN THE CLASSROOM

Observation : 3

Class : Experiment Class

Day : Tuesday, March 16th 2010

NO	ITEMS OF OBSERVATION	Yes	No
		Frequency	Frequency
1	Teacher tells and introduces the lesson by using CSR.		
2	Teacher asks the students to make a group and give a reading text for each group. Students read the text in their group.		
3	Teacher asks the students to brainstorm and write everything about the topic.		
4	Teacher asks the students to think of what they will learn about the topic when they read the passage and write their ideas.		
5	Teacher ask the students, are they understand what they read or not, if do not, they write their clunks.		
6	Teacher helps to clarify the students' clunks by using fix-up strategies.		
7	Teacher asks the students to tell what is the most important ideas in the section they just have read.		
8	Teacher asks the students to think of some questions by using 5w+1h.		
9	Teacher asks the students to write down about what they learned.		
10	Teacher asks the students to share their best questions and answers.		
	TOTAL		

TABLE OBSERVATION SHEET
OF USING CSR IN THE CLASSROOM

Observation : 4

Class : Experiment Class

Day : Tuesday, March 19th 2010

NO	ITEMS OF OBSERVATION	Yes	No
		Frequency	Frequency
1	Teacher tells and introduces the lesson by using CSR.		
2	Teacher asks the students to make a group and give a reading text for each group. Students read the text in their group.		
3	Teacher asks the students to brainstorm and write everything about the topic.		
4	Teacher asks the students to think of what they will learn about the topic when they read the passage and write their ideas.		
5	Teacher ask the students, are they understand what they read or not, if do not, they write their clunks.		
6	Teacher helps to clarify the students' clunks by using fix-up strategies.		
7	Teacher asks the students to tell what is the most important ideas in the section they just have read.		
8	Teacher asks the students to think of some questions by using 5w+1h.		
9	Teacher asks the students to write down about what they learned.		
10	Teacher asks the students to share their best questions and answers.		
	TOTAL		

TABLE OBSERVATION SHEET
OF USING CSR IN THE CLASSROOM

Observation : 5

Class : Experiment Class

Day : Tuesday, March 23th 2010

NO	ITEMS OF OBSERVATION	Yes	No
		Frequency	Frequency
1	Teacher tells and introduces the lesson by using CSR.		
2	Teacher asks the students to make a group and give a reading text for each group. Students read the text in their group.		
3	Teacher asks the students to brainstorm and write everything about the topic.		
4	Teacher asks the students to think of what they will learn about the topic when they read the passage and write their ideas.		
5	Teacher ask the students, are they understand what they read or not, if do not, they write their clunks.		
6	Teacher helps to clarify the students' clunks by using fix-up strategies.		
7	Teacher asks the students to tell what is the most important ideas in the section they just have read.		
8	Teacher asks the students to think of some questions by using 5w+1h.		
9	Teacher asks the students to write down about what they learned.		
10	Teacher asks the students to share their best questions and answers.		
	TOTAL		

TABLE OBSERVATION SHEET
OF USING CSR IN THE CLASSROOM

Observation : 6

Class : Experiment Class

Day : Tuesday, March 30th 2010

NO	ITEMS OF OBSERVATION	Yes	No
		Frequency	Frequency
1	Teacher tells and introduces the lesson by using CSR.		
2	Teacher asks the students to make a group and give a reading text for each group. Students read the text in their group.		
3	Teacher asks the students to brainstorm and write everything about the topic.		
4	Teacher asks the students to think of what they will learn about the topic when they read the passage and write their ideas.		
5	Teacher ask the students, are they understand what they read or not, if do not, they write their clunks.		
6	Teacher helps to clarify the students' clunks by using fix-up strategies.		
7	Teacher asks the students to tell what is the most important ideas in the section they just have read.		
8	Teacher asks the students to think of some questions by using 5w+1h.		
9	Teacher asks the students to write down about what they learned.		
10	Teacher asks the students to share their best questions and answers.		
	TOTAL		

TABLE OBSERVATION SHEET
OF USING CSR IN THE CLASSROOM

Observation : 7

Class : Experiment Class

Day : Tuesday, April 6th 2010

NO	ITEMS OF OBSERVATION	Yes	No
		Frequency	Frequency
1	Teacher tells and introduces the lesson by using CSR.		
2	Teacher asks the students to make a group and give a reading text for each group. Students read the text in their group.		
3	Teacher asks the students to brainstorm and write everything about the topic.		
4	Teacher asks the students to think of what they will learn about the topic when they read the passage and write their ideas.		
5	Teacher ask the students, are they understand what they read or not, if do not, they write their clunks.		
6	Teacher helps to clarify the students' clunks by using fix-up strategies.		
7	Teacher asks the students to tell what is the most important ideas in the section they just have read.		
8	Teacher asks the students to think of some questions by using 5w+1h.		
9	Teacher asks the students to write down about what they learned.		
10	Teacher asks the students to share their best questions and answers.		
	TOTAL		

TABLE OBSERVATION SHEET
OF USING CSR IN THE CLASSROOM

Observation : 8

Class : Experiment Class

Day : Friday, April 9th 2010

NO	ITEMS OF OBSERVATION	Yes	No
		Frequency	Frequency
1	Teacher tells and introduces the lesson by using CSR.		
2	Teacher asks the students to make a group and give a reading text for each group. Students read the text in their group.		
3	Teacher asks the students to brainstorm and write everything about the topic.		
4	Teacher asks the students to think of what they will learn about the topic when they read the passage and write their ideas.		
5	Teacher ask the students, are they understand what they read or not, if do not, they write their clunks.		
6	Teacher helps to clarify the students' clunks by using fix-up strategies.		
7	Teacher asks the students to tell what is the most important ideas in the section they just have read.		
8	Teacher asks the students to think of some questions by using 5w+1h.		
9	Teacher asks the students to write down about what they learned.		
10	Teacher asks the students to share their best questions and answers.		
	TOTAL		

APPENDIX VIII

LESSON PLAN OF EXPERIMENTAL GROUP (1)

Level	: Junior High School/ Class 2
Topic	: The Chase
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Board marker, Eraser
Time Allocation	: 2×45 minutes
Objectives	: The students are able to comprehend the content of reading text
Indicator	: The students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The activities of teaching and learning

1. Preparation

- The teacher chooses the topic
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre-activities
 - a. Greeting
 - b. Checking attendance list
 - c. Provides the instruction about the strategic
 - d. Introduce the topic (Brainstorming and making predictions)
- While-activities
 - a. Assign students to work in group
 - b. Showing the text to the students
 - c. Asking the group about the text

- d. Asking the students to use Click and Clunk card to make the students recognize about the meaning of the world in the text
- e. Asking the students to Get the Gist from the text
- Post-activities
 - a. Teacher and the students discusses about the text
 - b. Asking the students to generate and share some questions by using WH questions
 - c. Asking the students to write something important they learned (review)

3. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF EXPERIMENTAL GROUP (2)

Level	: Junior High School/ Class 2
Topic	: The Vain little Mouse
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Board marker, Eraser
Time Allocation	: 2×45 minutes
Objectives	: The students are able to comprehend the content of reading text
Indicator	: The students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The activities of teaching and learning

1. Preparation

- The teacher chooses the topic
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre-activities
 - a. Greeting
 - b. Checking attendance list
 - c. Provides the instruction about the strategic
 - d. Introduce the topic (Brainstorming and making predictions)
- While-activities
 - a. Assign students to work in group
 - b. Showing the text to the students
 - c. Asking the group about the text

- d. Asking the students to use Click and Clunk card to make the students recognize about the meaning of the world in the text
- e. Asking the students to Get the Gist from the text
- Post-activities
 - a. Teacher and the students discusses about the text
 - b. Asking the students to generate and share some questions by using WH questions
 - c. Asking the students to write something important they learned (review)

3. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF EXPERIMENTAL GROUP (3)

Level	: Junior High School/ Class 2
Topic	: The Vain little Mouse
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Board marker, Eraser
Time Allocation	: 2×45 minutes
Objectives	: The students are able to comprehend the content of reading text
Indicator	: The students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The activities of teaching and learning

1. Preparation

- The teacher reviews the topic
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre-activities
 - a. Greeting
 - b. Checking attendance list
 - c. Provides the instruction about the strategic
 - d. Introduce the topic (Brainstorming and making predictions)
- While-activities
 - a. Assign students to work in group
 - b. Showing the text to the students
 - c. Asking the group about the text

- d. Asking the students to use Click and Clunk card to make the students recognize about the meaning of the world in the text
- e. Asking the students to Get the Gist from the text
- Post-activities
 - a. Teacher and the students discusses about the text
 - b. Asking the students to generate and share some questions by using WH questions
 - c. Asking the students to write something important they learned (review)

3. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF EXPERIMENTAL GROUP (4)

Level	: Junior High School/ Class 2
Topic	: On Sunday
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Board marker, Eraser
Time Allocation	: 2×45 minutes
Objectives	: The students are able to comprehend the content of reading text
Indicator	: The students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The activities of teaching and learning

1. Preparation

- The teacher chooses the topic
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre-activities
 - a. Greeting
 - b. Checking attendance list
 - c. Provides the instruction about the strategic
 - d. Introduce the topic (Brainstorming and making predictions)
- While-activities
 - a. Assign students to work in group
 - b. Showing the text to the students
 - c. Asking the group about the text

- d. Asking the students to use Click and Clunk card to make the students recognize about the meaning of the world in the text
- b. Asking the students to Get the Gist from the text
- Post-activities
 - a. Teacher and the students discusses about the text
 - b. Asking the students to generate and share some questions by using WH questions
 - c. Asking the students to write something important they learned (review)

3. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF EXPERIMENTAL GROUP (5)

Level	: Junior High School/ Class 2
Topic	: What a Lovely Please
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Board marker, Eraser
Time Allocation	: 2×45 minutes
Objectives	: The students are able to comprehend the content of reading text
Indicator	: The students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The activities of teaching and learning

1. Preparation

- The teacher chooses the topic
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre-activities
 - a. Greeting
 - b. Checking attendance list
 - c. Provides the instruction about the strategic
 - d. Introduce the topic (Brainstorming and making predictions)
- While-activities
 - a. Assign students to work in group
 - b. Showing the text to the students
 - c. Asking the group about the text
 - d. Asking the students to use Click and Clunk card to make the students recognize about the meaning of the world in the text

- e. Asking the students to Get the Gist from the text

- Post-activities

- a. Teacher and the students discusses about the text

- b. Asking the students to generate and share some questions by using WH questions

- c. Asking the students to write something important they learned (review)

3. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF EXPERIMENTAL GROUP (6)

Level	: Junior High School/ Class 2
Topic	: What a Lovely Please
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Board marker, Eraser
Time Allocation	: 2×45 minutes
Objectives	: The students are able to comprehend the content of reading text
Indicator	: The students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The activities of teaching and learning

1. Preparation

- The teacher reviews the topic
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre-activities
 - a. Greeting
 - b. Checking attendance list
 - c. Provides the instruction about the strategic
 - d. Introduce the topic (Brainstorming and making predictions)
- While-activities
 - a. Assign students to work in group
 - b. Showing the text to the students
 - c. Asking the group about the text

- d. Asking the students to use Click and Clunk card to make the students recognize about the meaning of the world in the text

- e. Asking the students to Get the Gist from the text

➤ Post-activities

- a. Teacher and the students discusses about the text

- b. Asking the students to generate and share some questions by using WH questions

- c. Asking the students to write something important they learned (review)

3. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF EXPERIMENTAL GROUP (7)

Level	: Junior High School/ Class 2
Topic	: The Wizard Oz
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Board marker, Eraser
Time Allocation	: 2×45 minutes
Objectives	: The students are able to comprehend the content of reading text
Indicator	: The students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The activities of teaching and learning

1. Preparation

- The teacher chooses the topic
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre-activities
 - a. Greeting
 - b. Checking attendance list
 - c. Provides the instruction about the strategic
 - d. Introduce the topic (Brainstorming and making predictions)
- While-activities
 - a. Assign students to work in group
 - b. Showing the text to the students
 - c. Asking the group about the text

- d. Asking the students to use Click and Clunk card to make the students recognize about the meaning of the world in the text

- e. Asking the students to Get the Gist from the text

➤ Post-activities

- a. Teacher and the students discusses about the text

- b. Asking the students to generate and share some questions by using WH questions

- c. Asking the students to write something important they learned (review)

3. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF EXPERIMENTAL GROUP (8)

Level	: Junior High School/ Class 2
Topic	: The Wizard Oz
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Board marker, Eraser
Time Allocation	: 2×45 minutes
Objectives	: The students are able to comprehend the content of reading text
Indicator	: The students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The activities of teaching and learning

1. Preparation

- The teacher reviews the topic
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre-activities
 - a. Greeting
 - b. Checking attendance list
 - c. Provides the instruction about the strategic
 - d. Introduce the topic (Brainstorming and making predictions)
- While-activities
 - a. Assign students to work in group
 - b. Showing the text to the students
 - c. Asking the group about the text

- d. Asking the students to use Click and Clunk card to make the students recognize about the meaning of the world in the text

- e. Asking the students to Get the Gist from the text

➤ Post-activities

- a. Teacher and the students discusses about the text

- b. Asking the students to generate and share some questions by using WH questions

- c. Asking the students to write something important they learned (review)

3. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF CONTROL GROUP (1)

Level	: Junior High School/ Class 2
Topic	: The Chase
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Board marker, Eraser
Time Allocation	: 2×45 minutes
Objectives	: The students are able to comprehend the content of reading text
Indicator	: The students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The activities of teaching and learning

1. Preparation

- The teacher chooses the topic
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre-activities
 - a. Greeting
 - b. Checking attendance list
 - c. Doing classroom activities
- While-activities

The teacher explains the topic of the lesson by speak English and students pay attention the teachers' explanation
- Post-activities
 - a. The teacher ask the students about the material by speak English based on their opinion

- b. The teacher gives change for students ask about any something make them confused or don't understand about the lesson

3. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF CONTROL GROUP (2)

Level	: Junior High School/ Class 2
Topic	: The Vain Little Mouse
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Board marker, Eraser
Time Allocation	: 2×45 minutes
Objectives	: The students are able to comprehend the content of reading text
Indicator	: The students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The activities of teaching and learning

1. Preparation

- The teacher chooses the topic
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre-activities
 - a. Greeting
 - b. Checking attendance list
 - c. Doing classroom activities
- While-activities

The teacher explains the topic of the lesson by speak English and students pay attention the teachers' explanation
- Post-activities
 - a. The teacher ask the students about the material by speak English based on their opinion

- b. The teacher gives change for students ask about any something make them confused or don't understand about the lesson

3. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF CONTROL GROUP (3)

Level	: Junior High School/ Class 2
Topic	: The Vain Little Mouse
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Board marker, Eraser
Time Allocation	: 2×45 minutes
Objectives	: The students are able to comprehend the content of reading text
Indicator	: The students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The activities of teaching and learning

1. Preparation

- The teacher reviews the topic
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre-activities
 - a. Greeting
 - b. Checking attendance list
 - c. Doing classroom activities
- While-activities

The teacher explains the topic of the lesson by speak English and students pay attention the teachers' explanation
- Post-activities
 - a. The teacher ask the students about the material by speak English based on their opinion

- b. The teacher gives change for students ask about any something make them confused or don't understand about the lesson

3. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF CONTROL GROUP (4)

Level	: Junior High School/ Class 2
Topic	: On Sunday
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Board marker, Eraser
Time Allocation	: 2×45 minutes
Objectives	: The students are able to comprehend the content of reading text
Indicator	: The students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The activities of teaching and learning

1. Preparation

- The teacher chooses the topic
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre-activities
 - a. Greeting
 - b. Checking attendance list
 - c. Doing classroom activities
- While-activities

The teacher explains the topic of the lesson by speak English and students pay attention the teachers' explanation
- Post-activities
 - a. The teacher ask the students about the material by speak English based on their opinion

- b. The teacher gives change for students ask about any something make them confused or don't understand about the lesson

3. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF CONTROL GROUP (5)

Level	: Junior High School/ Class 2
Topic	: What a Lovely Please
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Board marker, Eraser
Time Allocation	: 2×45 minutes
Objectives	: The students are able to comprehend the content of reading text
Indicator	: The students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The activities of teaching and learning

1. Preparation

- The teacher chooses the topic
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre-activities
 - a. Greeting
 - b. Checking attendance list
 - c. Doing classroom activities
- While-activities

The teacher explains the topic of the lesson by speak English and students pay attention the teachers' explanation
- Post-activities
 - a. The teacher ask the students about the material by speak English based on their opinion

- b. The teacher gives change for students ask about any something make them confused or don't understand about the lesson

3. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF CONTROL GROUP (6)

Level	: Junior High School/ Class 2
Topic	: What a Lovely Please
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Board marker, Eraser
Time Allocation	: 2×45 minutes
Objectives	: The students are able to comprehend the content of reading text
Indicator	: The students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The activities of teaching and learning

1. Preparation

- The teacher reviews the topic
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre-activities
 - a. Greeting
 - b. Checking attendance list
 - c. Doing classroom activities
- While-activities

The teacher explains the topic of the lesson by speak English and students pay attention the teachers' explanation
- Post-activities
 - a. The teacher ask the students about the material by speak English based on their opinion

- b. The teacher gives change for students ask about any something make them confused or don't understand about the lesson

3. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF CONTROL GROUP (7)

Level	: Junior High School/ Class 2
Topic	: The Wizard Oz
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Board marker, Eraser
Time Allocation	: 2×45 minutes
Objectives	: The students are able to comprehend the content of reading text
Indicator	: The students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The activities of teaching and learning

1. Preparation

- The teacher chooses the topic
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre-activities
 - a. Greeting
 - b. Checking attendance list
 - c. Doing classroom activities
- While-activities

The teacher explains the topic of the lesson by speak English and students pay attention the teachers' explanation
- Post-activities
 - a. The teacher ask the students about the material by speak English based on their opinion

- b. The teacher gives change for students ask about any something make them confused or don't understand about the lesson

3. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF CONTROL GROUP (8)

Level	: Junior High School/ Class 2
Topic	: The Wizard Oz
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Board marker, Eraser
Time Allocation	: 2×45 minutes
Objectives	: The students are able to comprehend the content of reading text
Indicator	: The students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The activities of teaching and learning

1. Preparation

- The teacher reviews the topic
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre-activities
 - a. Greeting
 - b. Checking attendance list
 - c. Doing classroom activities
- While-activities

The teacher explains the topic of the lesson by speak English and students pay attention the teachers' explanation
- Post-activities
 - a. The teacher ask the students about the material by speak English based on their opinion

- b. The teacher gives change for students ask about any something make them confused or don't understand about the lesson

3. Assessment

The teacher gives reading texts and the students answer the questions based on the text.